***BTC Nursing Pathway Program:***

***An I-BEST Developmental Education Model***

**Guidelines for Faculty Inquiry Groups**

**BACKGROUND:**

The BTC ***Nursing Pathway Program*** is a project of the Washington Student Completion Initiative 2009-2012.

***From the SBCTC website:***

( <http://www.sbctc.ctc.edu/college/e_studentcompletioninitiative.aspx> )

**The Student Completion Initiative 2009-2012**

**Purpose**

The Student Completion Initiative will improve access and completions for low-income young adults in pre-college and college courses in Washington state community and technical colleges over the next three years.

It is **funded by the Bill and Melinda Gates Foundation**, the Ford Foundation and the Washington State Legislature.

**Funding**

The initiative funds three projects:



* **OPEN COURSE LIBRARY**.
* **RETHINKING PRE-COLLEGE MATH**
* **I-BEST DEVELOPMENTAL EDUCATION MODELS to “*extend the pathways in currently-approved I-BEST programs that are at least two quarters in length.”***

**DEFINITION OF FACULTY INQUIRY:**

Faculty Inquiry is “a form of professional development by which teachers identify and investigate questions about their students’ learning.” (Faculty Inquiry Network, <http://specctoolkit.carnegiefoundation.org>)

#### PROCESS OF FACULTY INQUIRY:

#### Faculty inquiry can be thought of as a cyclical process that begins with a question about student learning and moves through at least these four stages. (<http://specctoolkit.carnegiefoundation.org/> )

1. [Developing a question](http://specctoolkit.carnegiefoundation.org/?page_id=7)

***TOPIC:*** *Transitional Curriculum Inquiry and Design.*

**Big Picture Questions:**

*What do our students need to know to become competent nurses?*

*What do our students need to know to succeed in the next level of classes on the nursing pathway?*

**Discipline-Specific Questions (FIGs):**

*Does our curriculum provide the students with the specific knowledge and skills they need to succeed in the next course? In nursing foundation courses? On the job as a nurse?*

What are the most important concepts in the algebra course for the pre-nursing students? What do students need to know to go on to the next mathematics course and how can we be sure they know it?

#### 2. [Designing a plan for research](http://specctoolkit.carnegiefoundation.org/?page_id=9)

* Set your schedule and plan for the quarter(s).
* Complete the *Faculty Inquiry Group Action Plan.* This optional form lets you set up ground rules for conducting successful meetings and achieving desired outcomes and experiences.
* *Faculty Inquiry in Action: Guidelines for working together to improve student learning* recommends that groups “think strategically about who can contribute to the conversation,” “identify a shared question, goal, or purpose” while “looking closely at examples of student work and by listening to student voices,” and “schedule and protect time for faculty to meet and work together on inquiry projects” while building trust and respect of all members involved. (<http://www.carnegiefoundation.org/sites/default/files/publications/elibrary_pdf_766.pdf>)
* Curriculum revisions may develop at this stage.

3. [Gathering and evaluating evidence](http://specctoolkit.carnegiefoundation.org/?page_id=19)

Collect alternative evidence of student learning (See “Faculty Inquiry Toolkit,” <http://specctoolkit.carnegiefoundation.org/> )

#### 4. [Presenting and reviewing findings](http://specctoolkit.carnegiefoundation.org/?page_id=21)

Opportunities to present findings will be by posting on the SBCTC wiki, presenting at joint FIG meetings, and discussing at other college-wide meetings.

**KEEPING RECORDS:**

FIG groups should keep a log--*FIG Group Log Template (Gates).* Digital logs will be stored on a shared drive ( T: ), under the file “IBEST Dev Ed Nursing Pathway.”

**TENTATIVE YEAR SCHEDULE:**

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| --- | --- |
| **July-September, 2010** | * **Begin Transitional Curriculum Inquiry and Design:** Working backward from Nursing Career, 1) Look at how each class is preparing students for the next step; 2) Read Conley article, “Redefining College Readiness; “ 3) Read Carnegie Report, “Basic Skills for Complex Lives.” * **Groups set s schedules & plans for summer and Fall quarter.** * Faculty compensated $1500 stipend for 30-40 hours of work for months of July and August * **Back-to-School Nursing Pathway Meeting with all groups, SBCTC**, and Gillies Malnarich, September, TBD |
| **Fall Quarter, 2010** | * **Whole Project FIG Meeting, TBD** * Begin 3 - 5 hours weekly participation. Program & related instruction faculty who are teaching in fall quarter or next also get involved in the basic skills, and dev ed classrooms or tutoring sessions and curriculum development. Stipend or release time available. See your dean. * **Groups set schedules and plans for Winter Quarter** |
| **Winter Quarter, 2011** | * **Whole Project FIG Meeting, TBD** * Begin 3 - 5 hours weekly participation. Program & related instruction faculty who are teaching in winter quarter or next also get involved in the basic skills, and dev ed classrooms or tutoring sessions and curriculum development. Stipend or release time available. See your dean. * **Groups set schedules and plans for Spring Quarter.** |
| **Spring Quarter, 2011** | * **Whole Project FIG Meeting, TBD** * Begin 3 - 5 hours weekly participation. Program & related instruction faculty who are teaching in spring quarter or next also get involved in the basic skills, and dev ed classrooms or tutoring sessions and curriculum development. Stipend or release time available. See your dean. * **Whole Project FIG End-of-the-Year Meeting, TBD** |